

Teaching Times

BALDWIN CENTER FOR LEARNING & TEACHING

<https://www.bowdoin.edu/baldwin-center>



JUNE 4, 2021

Archives of the Teaching Times available at Blackboard-Organizations-Teaching Resources for Faculty

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Attached:

[Give Your Brain a Break: Course Design Tips to Avoid Feeling Overwhelmed](#) by Bill Schiano

Guide to BCQ Reflection

5 Common BCQ Comments

This Week's Teaching Suggestions:

1. **BCQ Reflections** Have you ever read your BCQs and wondered if other faculty have received similar comments? Or wondered how you might best make changes based on the comments you read? The patterns that emerge from Bowdoin students' responses offer possibilities for collectively fostering our development as teachers and for improving students' learning. Here are five types of constructive comments that are found across divisions, departments, and programs at Bowdoin.
 - Students perceive a lack of organization related to overall course or class sessions.
 - Students express frustration and disappointment with class discussions.
 - Students share that the feedback they receive is not sufficient to advance their learning.
 - Students communicate that they weren't clear on what a professor wanted for an assignment.
 - The students' expectations do not correspond with the course.

These comments and others are good opportunities to reflect on our teaching. Discussions with a colleague, chair, BCLT staff- Katie Byrnes, or associate dean- Dharni Vasudevan might further help to gain new ideas for how to approach our teaching. Attached are some questions and ideas to get started for each of the above themes.

2. **Consider your fall teaching preparation plan.**
 - a. Read [Give Your Brain a Break: Course Design Tips to Avoid Feeling Overwhelmed](#) by Bill Schiano
 - b. Any development opportunities this summer or in the next year that you are drawn to in support of sustaining your teaching practice?
 - c. Any academic partners you want to meet with over the summer to talk through ideas for your fall courses?
 - d. Interested in developing reflective teaching practices focused on creating inclusive, equitable learning environments? Apply by August 1 for the BCLT Faculty Fellows 2021-22 Cohort. (See announcement below)

Announcement

2021-22 Baldwin CLT Faculty Fellows Program

Applications Due August 1, 2021

*The Faculty Fellows mission is to support faculty's reflective teaching practice aimed at optimizing student learning outcomes, by creating inclusive, equitable learning environments. **Faculty who are designing Difference, Power and Inequity (DPI) courses or courses with DPI components are particularly encouraged to apply.***

What to Expect

Baldwin CLT Faculty Fellows will develop their teaching practice in a year-long, sustained learning community with colleagues in order to support student learning by integrating inclusive, equitable, culturally responsive strategies to elements of one Spring 2022 course. Fellows are expected to commit 4 hours a month to the program during the academic year. Katie Byrnes and Dharni Vasudevan will be facilitating the 2021-22 cohort.

Faculty Fellows will:

- Participate in August CBB Course (Re)Design Experience (August 17-19, 2021) *check in if you need childcare options
- Engage in CBB Pedagogy Matters Conference (August 27, 9am-3pm)
- Participate in monthly faculty fellow meetings (September-December & January-May).
- Complete readings, reflections or preparatory work prior to each meeting.
- Engage in a [Teaching Triangle](#) or [Teaching Mirror](#) in the Fall and Spring semesters.
- Design a course improvement plan comprised of learning outcomes, assessment map, instructional moves, and detailed budget (if applicable) in the Fall semester.
- Pilot a course innovation in the Spring semester 2022.
- Complete program assessment activities (surveys, exit interviews, etc.).
- Share your course innovation with the college campus through a Faculty Seminar Presentation.
- Receive funding for participation in the faculty fellows program (\$1,500 awarded in May 2022) with the potential of \$4,000 more for funding needs related to teaching through course development funds. (Purchasing materials, attending conferences, visiting classrooms, creating materials such as videos, or other reasonable expenditures.)

Timeline

- Application Live: May 2021

- Application Due: Aug 1, 2021
- Decisions Announced: mid-August
- Kickoff Meeting: Mid-Late August 2021 (TBD)
- CLT Faculty Fellows Learning Community Meetings: Monthly during Fall 2021 and Spring 2022
- Pilot Course Innovation: Spring 2022
- Group Faculty Seminar Presentation: Spring 2022
- CLT Faculty Fellows Program Assessment: Ongoing

Application for 2021 Cohort

The CLT Fellows application consists of responses to the two questions below, a CV, and syllabus (if applicable). Please submit as a single file in PDF format using the following naming convention: "Faculty Fellows_*your last name*.pdf" to Tammis Donovan at tdonovan@bowdoin.edu no later than August 1, 2021.

1. Explain your interest in joining the CLT Faculty Fellows program and goals you have for your own teaching practice (e.g., gaining a better understanding of learning theory and evidence-based teaching; increasing your satisfaction with teaching; collaborating with instructors across campus; attending to a more diverse student body). [250 words]
2. What Spring 2022 course would you like to improve through your work in this program? (If previously taught, include syllabus.) What are your goals for modifying the course, to increase inclusion and equity? [250 words]

Insights from Past Participants:

"I have learned to be a more embodied teacher and to be aware of my presence in the room with students."

"I appreciate the conversations we shared together this year and I know being a part of the fellows program has made me a better teacher."

"I have started trusting students more to answer, building expectations sooner, and that it is ok for me not to be the authority. I am thinking more about barriers and a slower pace to the class."

Save the Date(s)

August 16-20, 2021

Writing Workshops (may include)

- Teaching Close Reading in the Writing Classroom
- Integrating Oral Rhetoric/Presentation and Facilitating Discussion in the FYWS
- Exploring Feedback and Assessment Models in the Writing Classroom
- Working with Library Liaisons and Special Collections in FYWS
- Strategies for Peer Review in the Writing Classroom
- Supporting Students Post-Covid in the Writing Classroom

August 17-19, 2021

Course Design Experience (with Colby and Bates)

Want to take 3 days in a community of colleagues to:

- A. design, refine or reimagine the course learning goals/outcomes
- B. align assignments with those goals and
- C. practice and experiment with inclusive/anti-racist pedagogies

for one course you are teaching in 2021-22? Experience the CDE for the first time or the fifth time. Both in-person and live virtual options will be available. Registration will open in June. Past participants have observed:

- “Thank goodness someone kicked me in the butt to start working on this class.”
- “We decreased anxiety about our upcoming courses and developed a more effective assessment plan.”
- “In 3 days, I formalized (1) incorporating student metacognition into class, (2) explicitly building community as a goal, and (3) providing formative feedback (and telling students they are receiving it).”

Friday, August 27, 2021

Colby, Bates & Bowdoin Pedagogy Matters Conference: Anti-racist Education

Day-long, 3rd annual conference with faculty and instructional staff at Bates, Colby and Bowdoin. Conference includes a faculty panel, keynote lecture, lunch discussions, an afternoon workshop, and reception. This year’s conference will be virtual with the option to attend an in-person reception on all 3 campuses. Participants can register for 1, multiple or all conference sessions. Registration will open in June.

[More information will be available here.](#)

Keynote Speaker: [Dr. Mignonne Guy](#)

Dr. Mignonne Guy is an associate professor in the Department of African American Studies at Virginia Commonwealth University who teaches courses on health inequities in the Black community and other courses in critical race theory and interdisciplinary research methods.

Workshop Facilitator: [Dr. Kim Case](#)

Dr. Kim Case serves as Director of Faculty Success and the [Center for Teaching and Learning Excellence](#) in the Office of the Provost at Virginia Commonwealth University. She is also tenured full Professor of Gender, Sexuality, and Women’s Studies and Professor of Psychology.

Other Summer Opportunities

Inclusive STEM Teaching Project

<https://www.inclusivestemteaching.org/>

Launching June 15 via edX

Intentional College Teaching

<https://intentionalcollegeteaching.org/>

(\$495/participant, 10-12 hours/week)

Significant Learning by Design by Dr. L. Dee Fink- May 26 – June 10 OR July 14 – 29, 2021

Teach Students How to Learn by Dr. Sandra McGuire- July 14 – 29, 2021

Designing a Motivational Syllabus by Christine Harrington and Melissa Thomas- Aug 2-17, 2021

Institute for Writing and Thinking at Bard

July 12-16, Online

<https://iwt.bard.edu/programs/july/>

The July weeklong workshops help teachers deepen their understanding of writing-based teaching, its theory and practices, and its application in the classroom. Each workshop focuses on a particular form of writing—the essay, the academic paper, creative nonfiction, poetry—or on writing-based teaching in a particular subject area, such as history, science and math, or grammar.

Academic Partners

Academic Technology & Consulting

AT&C supports faculty and technology used in teaching online and in-person. If you would like to talk more about the tools available for teaching online, please contact [your department's AT&C liaison](#) and our staff will find the support and expertise you need. For more resources relating to Bowdoin online learning and teaching, visit the [BOLT website](#).

BOLT

The members of the BOLT team are available to support you in all aspects of your online instruction.

- Send an email to: askBOLT@bowdoin.edu
- Schedule [a 20-minute virtual 1:1 session](#) with someone from Academic Technology and Consulting.
- Browse through a series of [knowledge base articles dedicated to the use of technology for teaching and learning](#).
- Post a question to the [BOLT Microsoft Team](#), answer someone else's question there, share something you learned, or search and browse past postings.

Library

The [Bowdoin College Library](#) offers a variety of services to assist you with your research and teaching. We recommend that new faculty visit the [new faculty web page](#) to orient themselves to the services and resources of the Library.

Special Collections & Archives

SC&A is available to help you design engaging and meaningful synchronous and/or asynchronous classroom activities and assignments that make use of digitized and born-digital collections in order to meet a wide variety of learning goals. We are here to workshop ideas and cheer you on as we navigate this new learning modality—please contact [Marieke Van Der Steenhoven](#) to discuss the details of your class.

- Learn more about ways to integrate collections into online teaching at [SC&A's instruction site](#)

- [Watch \(and engage\)](#) with sample lesson plans to provide a framework for thinking about primary source literacy and active learning in the archives

McKeen Center Resources for Community-Engaged Learning

As you plan for the spring semester, we write to remind you of resources through the McKeen Center for incorporating community engagement components into courses, including through remote learning. A key part of the McKeen Center's mission is to support academic connections between courses and the world outside Bowdoin. Community engagement can be either a large or a small component of a course, and we are eager to help you think through the possibilities and forms of support available. Examples of McKeen Center resources include:

- Individual consultation for specific courses
- Group conversations related to challenges and strategies in community-engaged teaching
- Mini-grants to support costs associated with courses, such as honoraria for guest participants or funding to hire a student to assist with community-engagement components of a course
- Orientations for students to prepare them for engaging with communities
- Support for community-engaged independent studies, honors projects, and class projects, including the [Ladd Community-Engaged Learning Fund](#), which provides funding for student community engagement.

Museum of Art

The [Bowdoin College Museum of Art \(BCMA\)](#) is excited to share new ways to access and engage museum objects in the remote classroom and invite you to explore the possibilities together with us. During the COVID-19 pandemic, BCMA has been hard at work developing new strategies for synchronous and asynchronous remote learning involving the collection, including virtual visits, class projects and online exhibitions. We remain committed to partnering with faculty and the campus community to create opportunities for learning through meaningful and innovative curricular engagements. We are confident that together, we can creatively meet new and evolving curricular needs and enrich our learning community online.

Faculty contact: [Sean P. Burrus](#), Andrew W. Mellon Post-Doctoral Curatorial Fellow

Student contact: [Elizabeth Humphrey](#), Curatorial Assistant and Manager of Student Programs

Peary-MacMillan Arctic Museum

The Peary-MacMillan Arctic Museum has many [resources](#) for online teaching, including over 13,000 historic photographs and objects searchable through our [online kiosk](#), [online exhibits](#), and other [resources](#). Staff are available to work with faculty to create engaging course content for a broad range of subjects. Contact [Hannah Moore](#) or [Genevieve LeMoine](#) to find out what the Arctic Museum has to offer your class.

The Baldwin Center for Learning and Teaching

The Baldwin Center promotes *intentional, equitable, and effective* learning and teaching environments. We are committed to inclusive excellence and to helping all students, faculty, and staff grow as learners and teachers. The programs housed in Kanbar 102 serve as a location for discussions, tutoring, mentoring, and advising. Tutoring, mentoring and writing assistance occur Sunday-Thursday nights 6-10pm and other day hours. Students may schedule appointments at: www.bowdoin.edu/baldwin-center, drop in for peer-to-peer support or make an appointment directly with Baldwin CLT Staff listed below. Faculty may make an appointment for a consultation directly with staff.

ACADEMIC MENTORING & COACHING (AMC)

Tina Chong, Assistant Director, 102F Kanbar, 207-721-4274 cchong2@bowdoin.edu

Tina consults individually with students to strategize plans and schedules, develop techniques for acquiring new knowledge and skills, and manage their workload while maintaining health and well-being. [Make an appointment here!](#)

ACADEMIC COMMUNICATON FOR MULTILINGUAL SPEAKERS (ACMS)

Lisa Flanagan, Associate Director, 102B Kanbar 207-725-3056 lflanagan2@bowdoin.edu

Students, faculty, and staff who are multi-lingual or who have parents who are non-native speakers of English may work with EMS Advisor Lisa Flanagan. They may seek help with understanding assignments and reading strategies, grammar, outlining, revising, editing, and the conventions of scholarly writing.

QUANTITATIVE REASONING (QR)

Eric Gaze, Director, 301 Kanbar 207-725-3135 egaze@bowdoin.edu (ON LEAVE SPRING 2021)

Provides support to students in understanding and using numerical information. Peer tutors lead study groups and individual tutorials for students in quantitative courses. Supports faculty in the design and analysis of quantitative material in coursework.

WRITING AND RHETORIC (WR)

Meredith McCarroll, Director, 102E Kanbar 207-721-5056 mmccarro@bowdoin.edu

Students in any discipline may work one-on-one with a trained, peer writing assistant to improve their writing process and strengthen their writing. Writing assistants work with students in selected courses, semester partnerships, and drop-in workshops. Directs the First Year Seminar program and supports faculty incorporating writing and oral presentations in their classrooms.

FACULTY DEVELOPMENT-TEACHING

Kathryn Byrnes, Baldwin Center Director, 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

Provides support to faculty on course design, learning goals, syllabi, assignments, assessment, mid-course feedback, Bowdoin Course Questionnaires, challenges with students, and other aspects of teaching and student learning. Supports Baldwin Faculty Fellows program and Teaching Triangles reflection program. Organizes August, January, and May Institutes on teaching and learning. Spring 2021 Open Office hours Fridays 2-3pm. Email for Zoom link or to make an appointment.

Administrative Contacts

Kathryn Byrnes, Director 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

Tammis Donovan, Administrative Coordinator 102G Kanbar 207-725-3006 tdonovan@bowdoin.edu